AN ELEMENTARY SCHOOL REMEDIAL READING PROGRAM IN THE ATLANTIC COMMUNITY SCHOOLS

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by

Velma Sothman Reimer

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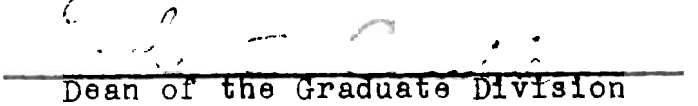
Approved by Committee:

Chairman



Dean of the Graduate Division

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CHAPTER I

INTRODUCTION

Reading disability constitutes a serious problem in our schools. Even though better trained teachers and new techniques and materials have improved the teaching of reading, too many students from elementary grades through college are still unable to make satisfactory academic progress due to varying degrees of retardation in reading. Since reading is associated with all activities in our complex modern world, it is the single most important skill a person can acquire.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to describe and give an evaluation of a remedial reading program for grades one through six as carried out in the Jackson Elementary School of the Atlantic Community Schools and to make recommendations for carrying out the program in the future.

Purpose of the study. Following passage of Title I of the Elementary and Secondary Act of 1965 for educationally deprived children, the Atlantic Community Schools instituted a program of remedial reading both for the educationally deprived children and for other children who were in

need of remedial reading instruction. The purpose of this study was to determine the best techniques and materials to be used for improving the reading ability of these children in order that such a program could be made to operate most effectively.

Scope and limitations of the study. The study was limited to ninety-eight remedial reading pupils from grades one through six in the Jackson Elementary School of the Atlantic Community Schools in Atlantic, Iowa, during the 1966-67 school year.

Statement of the procedure. This study began with a survey of literature on the development of the remedial reading concept, descriptions of some past remedial reading programs, and the importance of remedial reading instruction. The Gates Primary Reading Tests, the Gates Advanced Primary Reading Tests, and the Gates Reading Survey were administered at the beginning and close of the program as objective measuring devices in grades two through six. In grade one, the Metropolitan Readiness Tests, the Metropolitan Achievement Tests, and the Frostig Development Test of Visual Perception served as objective measures at the beginning and close of the program.

Results of questionnaires to the teachers, parents, and children were summarized. An evaluation was made of the

instructional procedures and materials used. Recommendations were formulated and presented for making changes that would strengthen the future operation of the program.

II. DEFINITIONS OF TERMS USED

Remedial reading. Remedial reading as used in this study will refer to a program of instruction for children whose reading performance is below reading expectation.

Reading expectation. Reading expectation is the level of reading achievement expected according to the child's chronological age and intelligence.

Remedial reader. The remedial reader is a child with normal or above normal intelligence who has a significant discrepancy between his reading expectancy and reading achievement. The intelligence quotient of the remedial reader is in the ninety to one hundred ten range or above. For purposes of this particular program, children were considered eligible who, in the normal classroom, were reading below grade level.

Slow learners. According to the way children were selected for this particular program, some of the children might be defined as slow learners. The slow learner is a child who is below average in mental ability and significantly

below grade level in expectancy and achievement, but not so far below to be considered mentally retarded. The intelligence quotient of the slow learner is in the seventy-five to ninety range.

Transition room. A transition room is a classroom especially provided for those children who are not ready for the work of the regular class in which they are enrolled. In the transition room, the prime objective in this study was to continue readiness instruction, enabling the child to become capable of handling the work of the regular grade.

Educationally deprived children. The Atlantic Community Schools followed definite guidelines to determine who educationally deprived children were in order to qualify for the Title I program. Allocation of funds was based on the number of children in the individual school district, aged five to seventeen, from low income families who earned less than two thousand dollars annually, and on those children of families whose income exceeded two thousand dollars, but who were receiving aid to families with dependent children under Title IV of the Social Security Act. This total was multiplied by one-half the state average per pupil expenditure.[1]

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[1]Draft of the United States Department of Health, Education, and Welfare, "Guidelines--Special Programs for Educationally Deprived Children" (11650-22DPE) (Washington: Office of Education, October 8, 1965), p. 7. (Mimeographed.)

After determining which schools were eligible, all children in the school in need of educational aid were to benefit. In general, educationally deprived children are those children with the greatest need for educational assistance that will raise their level of educational attainment to one appropriate for children of their age.

CHAPTER II

SURVEY OF RELATED LITERATURE

Teaching children to read is universally known to be the most important responsibility of the elementary school. Every child needs to develop his reading ability fully in order to succeed in school and later to take his place in our democratic society as a responsible citizen. It is difficult to discover any activity in daily life that does not require some form of reading in order to do it as well as it should be done. In fact, there is general agreement today that in order to lead a full and satisfying life, one must be able to read with understanding.

According to Bond and Tinker, the strength of a democracy depends to some degree upon the functional literacy of its adult population. Persons with less than fourth-grade reading ability are considered to be functionally illiterate. They are unable to assimilate ideas effectively from printed material.[1]

One duty of a good citizen is to be qualified to become a good soldier. Harris related when men were selected for the army during the Second World War, several

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[1]Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 6.

hundred thousand men were unable to pass a simple reading test at about fourth grade reading level.[1]

Schubert and Torgerson wrote that many pupils in the typical school of today do not learn to read effectively. Very few achieve their true potential. It is known that one-fourth to one-third of the children in many elementary schools are poor readers. Of these, a large number are so severely retarded in reading that scholastic failure and serious maladjustment are inevitable.[2]

According to Heilman, the fact is well known to educators that at least a third of all pupils in a given grade fall below the expected arbitrary standard in reading for their grade.[3] Deboer and Dallmann estimated that more than 35 per cent of children fall below the average for their age or grade in school.[4]

Harris stated surveys show, in typical elementary

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[1]Albert J. Harris, How to Increase Reading Ability (fourth edition; New York: David McKay Company, Inc., 1961), p. 3.

[2]Delwyn Schubert and Theodore L. Torgerson, Improving Reading in the Elementary School (Dubuque, Iowa: William C. Brown Company Publishers, 1963), p. 1.

[3]Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), p. 369.

[4]John J. DeBoer and Martha Dallmann, The Teaching of Reading (New York: Holt, Rinehart, and Winston, Inc., 1964), p. 306.

schools, about one-third of the children read at their grade level, about one-third read one or more years above their grade level, and about one-third are retarded one or more years in reading.[1]

According to Traxler, in most schools, from 10 to 25 per cent of the children are retarded two or more grades in reading achievement, as measured by standard tests, by the end of the elementary school.[2]

Smith and Carrigan reported that slightly over 15 per cent of elementary school children have a discrepancy of one or more years between reading age and mental age.[3]

The importance of reading becomes even more noticeable when we observe what happens to those who fail to learn to read well. As the disabled reader progresses in school, he becomes more handicapped by his inability to read. During this time, it may be necessary for him to repeat grades and, if he enters high school, he may leave without graduation. Upon seeking employment, he may not be able to find many desirable occupations.

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[1]Harris, op. cit., p. 18.

[2]Arthur E. Traxler, "Research in Reading in the United States," Journal of Educational Research, XLII (March, 1949), 496.

[3]Donald E. P. Smith and Patricia Carrigan, The Nature of the Reading Disability (New York: Harcourt, Brace and Company, 1959), pp. 1-2.

Harris wrote that the nonreader is, to a large extent, cut off from many cultural activities and finds it hard to mingle with educated people. If his dislike for school becomes strong enough, he may finally become truant and associate with undesirable companions which may lead him into juvenile delinquency. Juvenile delinquents, as a group, include many whose reading abilities are far below their mental abilities. Although many poor readers avoid delinquency, the frustrations caused by years of unsuccessful effort and inconsiderate comparisons with other children are practically certain to cause severe feelings of inferiority which interfere with normal personality development.[1]

A remedial reader is any individual whose reading skills are below the normal performance for his age or grade. Retarded or disabled readers, according to reading authorities, are also those persons who have the potential capacity to read considerably better than they do. They are regarded as having a reading disability.

Roswell and Natchez stated:

> A pupil with a reading disability has suffered years of despair, discouragement, and frustration. He may be any pupil between the ages of seven and seventeen and possibly older who cannot cope with school work because he cannot read successfully. Feelings of rejection, failure, and hopelessness about the future are always present. In expressing such feelings, one nine-year-old

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[1]Harris, op. cit., pp. 2-3.

> wished he were all grown up and ready to die so he would not have to struggle with reading any more. A fifteen-year-old claimed that he felt like a blind man because he could not even read job applications, whereas a seventeen-year-old with an I.Q. of 135 recounted how he sat staring at the college board examinations one afternoon, concluding that his low score would ruin his entire career.[1]

Roswell and Natchez continued to say that children with reading disabilities do not fall into one group, but are found in all age levels, all ranges of intelligence, and in all cultural groups. Children who read poorly live in many different environments. Some are from happy homes with understanding parents, while others are less fortunate. These conditions seriously affect some, but not others. In some cases, a child with reading problems shows severe maladjustment emotionally at the beginning, while sometimes the maladjustment becomes apparent only after the appearance of poor achievement. It seems evident that students with reading disabilities are, to some extent, emotionally disturbed. Those whose disturbance goes back to preschool years often develop increased emotional problems if they cannot acquire academic skill. Those who demonstrate a fairly stable background react to school failure with varying degrees of emotional upset.[2]

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[1]Florence Roswell and Gladys Natchez, Reading Disability: Diagnosis and Treatment (New York: Basic Books, Inc., Publishers, 1964), p. 2.

[2]Ibid., p. 3.

The sooner reading difficulties can be discovered and corrected, the less likelihood there will be of children becoming remedial reading problems. Reading troubles in the upper grades may often be traced to pupils getting a poor start in early grades. Many a child starts to school eager to learn how to read, but meets with failure in his initial attempts. When these children are pushed on to succeeding grades without providing for their reading difficulties, they may finish and leave the elementary school without having learned the simplest reading skills. Elementary schools throughout the country are giving increased attention to remedial work at all grade levels. It is being considered an essential part of their reading programs.

Blair described several such reading programs. One was in Ventura County, California, where each elementary school teacher divided his class into three groups. Children's reading levels were determined by means of standardized tests. Those enrolling after the tests were administered were given informal oral reading tests to determine placement. About one hour of instruction was devoted to the three groups.

In a second plan, teachers attempted to handle remedial reading work in the regular classroom by working individually with the one, two, or three most retarded children. This procedure works well where the rest of the pupils are of much the same ability.

A third plan fits the needs of children with more severe reading disabilities in schools that have several teachers for a given grade. The children are distributed into classes according to their ability with the poorest readers assigned to one teacher, the average readers to another teacher, and the accelerated group going to a third teacher. For example, although all would be classed as second graders, instruction would be carried on at the reading grade levels at which the pupils can succeed.

In a fourth plan, some schools used a somewhat different procedure. They drew from several regular classes, at different grade levels, those children who needed additional help and placed them under the guidance of a special remedial teacher. If any child was a year or more below his reading expectancy, he was a candidate for the class. As soon as a pupil had made sufficient progress to be excused, he was replaced by the child who was next in line. In this remedial reading class, each child was given much individual attention.[1]

Educators find there is no one cause for reading disability. As a result of many investigations, they have found that there are many handicaps which are found more

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[1]Glenn Myers Blair, Diagnostic and Remedial Teaching (New York: The Macmillan Company, 1956), pp. 117-19.

frequently in poor readers than in good readers. None of these handicaps alone will cause failure in reading, but any one may, in an individual case, interfere seriously with a child's learning. Often more than one of these factors will be responsible in creating the child's reading disability. The most important factors which may frequently be responsible for reading failures, according to Harris, are:

1. Lack of Reading Readiness. When forced to compete with children who are making normal progress, immature children not only fail to learn, but also develop feelings of frustration and avoidance reactions which interfere with later efforts to learn to read.

2. Mental Retardation. The majority of children who are retarded in reading are children whose general mental growth is slower than average. Their attainment in reading, although below average, is frequently up to, or even slightly ahead of, their general mental development. Such children have no disability in reading and should not be given remedial instruction. When a dull child is reading well below his own limited mental level, he may properly be considered to have a reading disability.

3. Physical Handicaps. Any physical condition which lowers a child's vitality, impairs his vision or hearing, or causes significant absences from school may interfere with the learning process.

4. Directional Confusion. Although there is still disagreement about the importance of deviations from the usual right-sided preferences as causes of difficulty in reading, spelling, and speech, many believe that directional confusions are important factors in some language disabilities.

5. Special Brain Defects. There are some children with neurological peculiarities that make it very

difficult for them to learn to read, but such conditions account for only a small proportion of poor readers.

6. Emotional Handicaps. The fact that failure in school learning is intimately connected with the child's emotional state has become increasingly apparent. Poor motivation or emotional blocking is found in most children with reading disabilities who are studied clinically. It may be reaction to prolonged failure, but in others it is an important causative factor.

7. Accidental Interference with Learning. A child's progress in school may be disrupted by frequent or prolonged absence, or by changes from one school to another. The degree to which this handicaps a child depends mainly on how much effort the school makes to help the child bridge the gaps.

8. Poor Teaching. All too often, much of the blame can be attributed directly to previous teachers. Things that teachers do which create difficulty include assigning work which is beyond the child's capacity, using disparagement and sarcasm as forms of motivation, and giving the child the impression that he is disliked and inferior. Of the errors of omission, perhaps the most important is failure to notice and correct difficulties while they are new and minor, allowing them to grow into severe persistent defects.[1]

Harris advocated that children whose retardation in reading is due to below-average mental ability need a reading program which is suited to their abilities, which accepts their limitations, and is designed to meet their needs and interests. Such a reading program, different from the typical reading program in its slower pace and use of different materials and interest, can be called an

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[1]Harris, op. cit., pp. 20-21.

adapted program. About 25 per cent of American children have intelligence quotients below ninety and would benefit from reading programs which are, at least in some respects, adapted to their needs.[1]

Slow learners who do not have the ability to learn better should be distinguished from the retarded readers. While the slow learners may resemble retarded readers in being below their chronological age and grade level in reading, they have less potentiality for improvement. In fact, they are sometimes overachieving. Slow learners are the children who are below grade level in expectancy and achievement and whose intelligence quotient is in the seventy-five to ninety range. They are slow in learning to read and progress more slowly than brighter children because reading for them is a difficult process. They find it hard to do their school work, to understand abstract ideas, to organize, to remember, and to concentrate. It is no surprise that they have a dislike for school, become behavioral problems, and make up most of our school drop-outs.

According to Heilman, remedial reading is usually associated with instruction which attempts to remedy a condition which is believed can be remedied. The fact that

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[1]Ibid.

remedial reading is based upon a set of principles which differ greatly from those principles used for the school's regular developmental reading instruction is a misconception.

When a group of student teachers was asked to list all the principles of good remedial reading teaching, the principles listed were found to apply equally well to any good classroom procedure rather than exclusively to remedial reading. These major points were:

1. Go back to the child's present reading level.
2. Do not expect the child to read material which forces him to experience failure, i.e., he must have developed readiness for the task.
3. Help the child build self-confidence--use abundant praise. Undue pressure in the learning situation may interfere with learning.
4. Use a variety of approaches.
5. Base instruction on a thorough diagnosis.
6. Build interest in reading--have a large stock of supplementary reading materials.[1]

Heilman identified a second misconception, involving the practices and procedures used in remedial reading. They are much the same as used in regular reading classes. The primary difference lies in their use as motivators, since the remedial reader needs more motivation for reading than does the successful reader.

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[1]Heilman, op. cit., pp. 368-73.

A third misconception is that remedial reading must be done outside the classroom. In some school systems this is being done, but for those who do not have this arrangement, it can be done in the classroom.[1]

Harris stated:

> The distinction between remedial teaching and classroom teaching has become less sharp because superior teachers have incorporated into their daily procedures the principles which are fundamental in good remedial work. In their classes, the level and type of instruction is based on an understanding of what the pupils need; drill is not an end in itself but is employed when teachers and pupils recognize the need for it; work is related to vital pupil interests; and happy, busy children move on from successful learning experience to another. Problems involved in helping children with reading difficulties are much the same, whether the help is given in a regular classroom or in a special small group or individual teaching situation.[2]

According to Townsend, reading was expected to be the feature in nearly nine out of ten projects planned under the federal Elementary-Secondary Act of 1965. Summer programs, follow-up counseling, reading programs during the school year, issuance of large supplies of materials, and teacher training are all a part of this expansion program for the educationally deprived or disadvantaged reader.[3]

Townsend continued to say the definition of the

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[1] Ibid.

[2] Harris, op. cit., pp. 276-7.

[3] Agatha Townsend, "The Disadvantaged Reader," The Reading Teacher, XIX (March, 1966), 447-54.

disadvantaged or deprived child varies from the purely financial approach taken in Title I of the federal act through the psychologist's recognition that the emotionally impoverished home may exist well above the comfort level financially, to the educator's evaluation of certain pupils classified in rooms or even schools which are culturally deprived for a great variety of reasons.[1]

Because of the availability of federal funds for education for the culturally deprived, thousands of schools have "stepped-up" their educational programs for the prevention and correction of reading disabilities. Haven reported that more than 80 per cent of Title I projects in the country are concerned with reading and related activities involving the total skill of communication.[2]

Specific areas of reading needs were identified and major activities in reading were featured in three out of four Title I projects in South Carolina in 1966, according to a report by Mahaffey. In his report he said:

> Some projects now in operation are providing corrective and remedial programs for pupils who have been in school for two or more years and have not attained reading skills commensurate with their abilities. These programs began with a study of the students' past

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[1] Ibid.

[2] Julia M. Haven, "Title I--How the Money is Spent and What Services Are Provided," The Reading Teacher, XX (January, 1967), 296.

> achievement records and a fairly comprehensive diagnosis of reading difficulties. A standardized survey reading test, a diagnostic reading test or an informal reading inventory, a reading capacity test, an informal teacher checklist of reading difficulties were used in most of these programs. The diagnosis was completed gradually over a period of time as dictated by the number of students and needs involved. Reading instruction has been geared to the immediate findings and modified by continuous diagnostic procedures.[1]

Mahaffey also reported activities that developed a readiness for learning, enriched experimental backgrounds, promoted language development, and introduced reading through pupil-dictated experience stories, which characterized most Title I programs in grades one and two in South Carolina. State-wide emphasis was placed on improving initial reading instruction rather than on attempting to provide remedies for difficulties which had not yet arisen.[2]

It was due to similar needs, the prevention and correction of reading difficulties in the Atlantic Elementary Schools, that this particular study in remedial reading was made.

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[1]James P. Mahaffey, "Title I Reading Programs in South Carolina," The Reading Teacher, XX (January, 1967), 332.

[2]Ibid., 333.

CHAPTER III

THE STUDY

In this chapter the Jackson Elementary School remedial reading program will be described in detail. Following this will be an evaluation of the program.

The Jackson Elementary School, with a total enrollment of 461 for the 1966-67 school year, is one of three elementary schools of grades kindergarten through six, of the Atlantic Community Schools located in Atlantic, Iowa. Traditionally, each of these three schools has two self-contained classrooms of each grade with departmentalization in music for grades one through six and in art and physical education for grades four through six. This school year there were two additional classrooms in the Jackson School, a first grade transition room and a special second grade room designed to assist in making allowances for individual differences in the second grade.

Atlantic, the county seat of Cass County, has a population of 7,375 and is a farming community located in southwestern Iowa. The general socio-economic status of the Jackson Elementary School area which serves the west part of Atlantic is predominately a middle class population with most of the employed adults engaged in occupations of sales and service. About 11.4 per cent of the families in the

Jackson School area fall in the lower income bracket. While the number of children from one-parent or broken homes for the entire school population is about nine per cent, the percentage of children of this category in remedial classes is approximately fourteen per cent.

For the most part, special attention to reading problems in the past was given in self-contained classrooms by means of the normal grouping procedure.

During the second semester of the 1965-66 school year, at the beginning of the Elementary and Secondary Act Title I program, a plan was followed in the Jackson School whereby twenty-two children in four groups of four to seven children of grades two and three were taken from the classroom two times each day for remedial reading instruction by a remedial reading teacher.

At the beginning of the 1966-67 school year, changes were made to carry out reading remediation which would benefit children of all grades, one through six. Differences in organization of the various grade levels will be shown as each grade program is discussed at each level.

I. THE PROCEDURE

Since there was a large number of students in the Jackson Elementary School of the Atlantic Community Schools who needed special attention in reading, the writer, as

principal of the school, together with the administration of the school system, took definite steps, hoping to improve the reading ability of these students. More than one program was employed since some of the grades were organized differently. Because of this factor each grade was reported separately.

This study involved compilation of data regarding ninety-eight pupils from grades one through six who were enrolled in remedial reading classes in the Jackson Elementary School of the Atlantic Community Schools in Atlantic, Iowa during the school year of 1966-67.

The Gates Primary Reading Tests,[1] the Gates Advanced Primary Reading Tests,[2] and the Gates Reading Survey[3] were used to measure reading ability and growth in grades two through six. In September, at the beginning of the study, Form 1 was used; while in May, at the end of the study, Form 2 was used. Form A of the Gray Oral Reading Tests,[4] in grades three through six, Form A of the Botel Reading

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[1]Arthur I. Gates, Gates Primary Reading Tests (New York: Bureau of Publications, 1958).

[2]Arthur I. Gates, Gates Advanced Primary Reading Tests (New York: Bureau of Publications, 1958).

[3]Arthur I. Gates, Gates Reading Survey (New York: Bureau of Publications, 1958).

[4]William S. Gray and Helen M. Robinson, Gray Oral Reading Tests (New York: The Bobbs-Merrill Company, Inc., 1963).

Inventory,[1] and other tests and informal means were used to diagnose reading difficulties and assist in determining grade placement.

Intelligence quotients for the children in grades two through five were obtained through group testing procedures in the classroom using the SRA Primary Mental Abilities Tests[2] of the proper level for each grade. In grade six, the Lorge-Thorndike Intelligence Tests[3] were given.

Since there were some children in the first grade who were considered not ready for the regular first grade instructional program, one first grade class was considered a transitional class rather than a remedial one. The Metropolitan Readiness Tests[4] given near the close of the kindergarten year in May, 1966, the results of the Scott, Foresman Basic Reading Test to accompany We Read Pictures,[5] and

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[1]Morton Botel, Cora L. Holsclaw, and Gloria C. Cammarota, Botel Reading Inventory (Chicago: Follett Publishing Company, 1962).

[2]Thelma Gwinn Thurstone, SRA Primary Mental Abilities (Chicago: Science Research Associates, Inc., 1962).

[3]Irving Lorge and Robert L. Thorndike, Lorge-Thorndike Intelligence Tests (Boston: Houghton Mifflin Company, 1954).

[4]Gertrude H. Hildreth, Nellie L. Griffiths, Mary E. McGauvran, Metropolitan Readiness Tests (New York: Harcourt, Brace and World, Inc., 1965).

[5]Marion Monroe and Helen M. Robinson, Basic Reading Test to accompany We Read Pictures (Chicago: Scott, Foresman and Company, 1964).

teacher observation were used to determine eligibility for placement in this class. The tests served as general guidelines in selecting pupils who scored low and tended to verify teacher judgment that had been given. On this basis, twelve children were identified.

In November and again in May, near the close of the study, each pupil was tested individually by the school psychologist to measure growth and ability. During the November testing the Stanford-Binet Intelligence Scale[1] was administered.

In January and again in May, the Frostig Developmental Test of Visual Perception[2] was administered by the writer to measure visual perception development during the period.

At the close of the study, the Metropolitan Achievement Tests, Form B, Primary I Battery,[3] were administered to determine grade placement and show progress.

In the first grade program at the beginning of the

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[1]Lewis M. Terman and Maud A. Merrill, Stanford-Binet Intelligence Scale (Boston: Houghton Mifflin Company, 1960).

[2]Marianne Frostig, Developmental Test of Visual Perception (Palo Alto, California: Consulting Psychologists Press, 1964).

[3]Walter N. Durost, Harold H. Bixler, Gertrude H. Hildreth, Kenneth W. Lund, and J. Wayne Wrightstone, Metropolitan Achievement Tests (New York: Harcourt, Brace and World, Inc., 1959).

year, the reading readiness book, Before We Read,[1] of the Scott, Foresman Basic Reading Program was used. This was followed with Programmed Reading,[2] supplemented with the Grade One, Level Two, Continental Press Reading Readiness Series materials, Visual Readiness Skills, and Seeing Likenesses and Differences.[3]

At the beginning of the second grade program, the Scott, Foresman primer, Fun with Our Friends,[4] which had been started the previous year was completed. Following this, Programmed Reading was introduced.

In the third grade program, the second grade Scott, Foresman basic reader, More Friends Old and New,[5] was completed and was followed by the third grade reader, Roads to Follow.[6] In addition, the Building Reading Skills[7] phonics

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[1]Helen M. Robinson, et al., Scott, Foresman Basic Reading Program, Before We Read (Chicago: Scott, Foresman and Company, 1962).

[2]M. W. Sullivan and Cynthia D. Buchanan, Programmed Reading (New York: McGraw-Hill Book Company, 1963).

[3]Ethel S. Maney, Reading Readiness Series (Elgin, Illinois: The Continental Press, Inc., 1966).

[4]Helen M. Robinson, et al., Scott, Foresman Basic Reading Program, Fun with Our Friends (Chicago: Scott, Foresman and Company, 1962).

[5]More Friends Old and New, Ibid. (1963)

[6]Roads to Follow, Ibid. (1964)

[7]Rowena Hargrave and Leila Armstrong, Building Reading Skills (Wichita, Kansas: McCormick-Mathers Publishing Company, Inc., 1960).

program, the Controlled Reader, Jr.,[1] the SRA Reading Laboratory Ib,[2] and the SRA Reading Laboratory I: Word Games[3] were used.

The fourth grade program materials in addition to the Scott, Foresman basic reading text, Open Highways, Book Four,[4] included the SRA Reading Laboratory Ib and IIa, the SRA Reading Laboratory I: Word Games, the Building Reading Skills phonics program, and the Controlled Reader, Jr.

Materials in the fifth grade in addition to the Scott, Foresman basic reader, Open Highways, Book Five,[5] consisted of the SRA Reading Laboratory Ic and IIb, the SRA Reading Laboratory I: Word Games, the Building Reading Skills phonics program, and the Controlled Reader, Jr.

In the sixth grade program, the Scott, Foresman reader, Open Highways, Book Six,[6] was supplemented with

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[1]Controlled Reader, Jr. (distributed by Educational Developmental Laboratories, Huntington, New York, 1961).

[2]Don H. Parker, Reading Laboratory (Chicago: Science Research Associates, Inc., 1961).

[3]Don H. Parker and Genevieve Scannell, Reading Laboratory I (Chicago: Science Research Associates, Inc., 1963).

[4]Helen M. Robinson, et al., Scott, Foresman Basic Reading Program, Open Highways, Book Four (Chicago: Scott Foresman and Company, 1965).

[5]Open Highways, Book Five, Ibid. (1966)

[6]Open Highways, Book Six, Ibid. (1966)

Level Four of the Reading Round Table,[1] the Classmate Edition of Meeting New Friends,[2] Level 4 of Reading-Thinking Skills,[3] and the Building Reading Skills phonics program.

In each of the fourth, fifth, and sixth grade reading classes described, regrouping was carried out to provide for individual needs. Since the Open Highways program began two years below grade level, all the children in each grade began together in the reader. As each child reached his capacity and was unable to proceed further without success in the Open Highways reader of his grade, he was placed in one of two other groups where he was assigned materials of the grade level on which he could function. At times, there was additional regrouping to provide for those who had similar needs.

II. TESTING RESULTS

First grade. The administrative personnel of the Atlantic Community Schools felt that emphasis on remedying reading problems should be placed in the early elementary

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[1]George Manolakes, Margaret Dordick, and Marie J. Scian, Reading Round Table (New York: American Book Company, 1965).

[2]Guy L. Bond, et al., The Developmental Reading Series (Chicago: Lyons and Carnahan Educational Publishers, 1962).

[3]Ethel S. Maney, Reading-Thinking Skills Program (Elgin, Illinois: The Continental Press, Inc., 1962).

grades, even as early as the first grade. Because of this decision, one of the three first grade classes in the Jackson Elementary School was considered a transitional class. Pupils enrolled in this class completed kindergarten the previous year, but were considered not ready for the regular first grade instructional program.

Twelve children were considered eligible for the transition room as determined by teacher judgment and from objective and informal test results. Table XV in the Appendix gives complete data on each individual first grade child.

Percentile rankings of the results of the Metropolitan Readiness Tests, Form A and the Scott, Foresman Basic Reading Test to accompany We Read Pictures which were administered May, 1966 at the end of kindergarten, are shown in Table I.

According to the results of the Metropolitan Readiness Test, 41.7 per cent of the twelve children scored above the fiftieth percentile and 58.3 per cent scored below.

Results of the Scott, Foresman Basic Reading Test to accompany We Read Pictures show that 16.7 per cent of the twelve children scored above the seventy-fifth percentile, 25.0 per cent scored between the fiftieth and seventy-fifth percentiles, and 58.3 per cent scored between

the twenty-fifth and fiftieth percentiles.

TABLE I

PERCENTILE RANKING ON METROPOLITAN READINESS TEST SCORES, FORM A, AND SCOTT, FORESMAN BASIC READING TEST SCORES TO ACCOMPANY WE READ PICTURES, MAY, 1966 OF FIRST GRADE TRANSITION ROOM

	METROPOLITAN READINESS		SCOTT, FORESMAN TEST WE READ PICTURES	
Percentile Ranges	No. of Students	Per cent	No. of Students	Per cent
76-100	0	0	2	16.7
51-75	5	41.7	3	25.0
26-50	7	58.3	7	58.3
0-25	0	0	0	0

Before beginning formal reading instruction, the reading readiness book, Before We Read of the Scott, Foresman Basic Reading Program was used. After its completion at the end of September, 1966, the basic reading test accompanying it was given. Percentile ratings comparing the two readiness basic reading tests, We Read Pictures and Before We Read[1], are shown in Table II. The median of

[1]Marion Monroe and Helen N. Robinson, Basic Reading Test to accompany Before We Read (Chicago: Scott, Foresman and Company, 1964).

the entire group was at the fiftieth percentile at the conclusion of We Read Pictures and at the sixty-fifth percentile at the conclusion of Before We Read, showing a gain of fifteen points at the median.

TABLE II

COMPARISON OF PERCENTILE SCORES OF FIRST GRADE TRANSITION ROOM ON TWO SCOTT, FORESMAN BASIC READING TESTS

	We Read Pictures May, 1966	Before We Read May, 1967	Gain
Q^3	67.5	77.5	10.0
Median	50.0	65.0	15.0
Q^1	40.0	50.0	10.0

The upper quartile point of the We Read Pictures test was at a percentile score of 67.5 and rose to a percentile score of 77.5 on the Before We Read test, showing a gain of ten percentile points. The lower quartile point of the We Read Pictures test was at the fortieth percentile and rose to the fiftieth percentile on the Before We Read test, showing a gain of ten percentile points.

Believing that material should serve the child's needs and that development is based upon success, the next step in the first grade program was to provide for

individual differences by individualizing instruction in reading. To do this, the Scott, Foresman Basic Reading Program was replaced with Programmed Reading materials which were used in conjunction with additional readiness materials and activities.

Psychological examinations of all twelve children were made by the school psychologist. According to the Stanford-Binet Intelligence Scale, the mean intelligence quotient of the twelve children was ninety-two. One child had an intelligence quotient over one hundred, while the rest were below.

Ten of the children, when tested, were considered to be of average intellectual ability, one was considered low-average, and another was perhaps at the borderline retarded level. Over one-half of the children exhibited possible lack of readiness for school learning, thought to be due to emotional and cultural factors. Two children had a marked speech difficulty and were recommended for speech correction, which was carried out by the school speech therapist.

Along with Programmed Reading instruction, the psychologist recommended supplying the children with extensive visual perception and visual motor functioning materials to develop skills in which more than one-half of the children were deficient.

Mr. John Fox, the school psychologist, cited research indicating that children who are not ready for school learning exhibit deficiencies in language development, perceptual development, and ability to attend. To determine readiness, he administered to each pupil at the beginning and close of the study a battery of five established tests which he had assembled. The battery included:

Picture Vocabulary Test: Samples the child's ability through visual-motor ability.

Figure-Copy Test: Samples perceptual development through visual-motor ability.

Sequin Form Board: A well known and long used form board test with ten insets. Samples perceptual ability, coordination, and speed.

Mare and Foal Test: A picture puzzle of a rural scene with seven insets. Samples perceptual ability, coordination, and speed.

Two Button Test: Child is required to engage two buttons in button holes. Samples coordination, dexterity, and speed.[1]

Since the five tests selected were established, test

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[1]John T. Fox, "A Developmental Program for Educationally Deprived Pre-School Children" (unpublished evaluation of an Elementary and Secondary Education Act Project for the Cumberland and Massena Community School District, Atlantic, Iowa, 1966), p. 8.

norms were available for interpreting the child's performance. The child's average mental age on the four tests was considered an expression of his mental age in relation to the mental factors sampled. The tests were administered to each child individually under typical examination conditions.

Results of the Perceptual Adequacy Test administered by the school psychologist revealed that six children out of twelve showed a decided growth between the two testings. Complete data on the tests are shown in Table XV in the Appendix.

The Frostig Developmental Test of Visual Perception was given to the group in January, 1967 by the writer to determine areas of visual perception in which the children needed further training. Remediation exercises were provided to strengthen the weaknesses. When the children were retested in May, 1967, the results indicated that considerable growth had taken place as shown in Table III.

According to the results of the Frostig test given in January, 1967, fifty per cent of the children scored above the seventy-fifth percentile, 33.3 per cent scored between the fiftieth and seventy-fifth percentiles, and 16.7 per cent scored between the twenty-fifth and fiftieth percentiles. The results of the same test when given in May, 1967 showed seventy-five per cent of the children scoring above the seventy-fifth percentile, while the remaining

twenty-five per cent scored between the fiftieth and seventy-fifth percentiles.

TABLE III

PERCENTILE RANKING OF PRETEST AND POST TEST SCORES OF THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION FOR FIRST GRADE TRANSITION ROOM

	PRETEST January, 1967		POST TEST May, 1967	
Percentile Ranges	No. of Students	Per cent	No. of Students	Per cent
76-100	6	50.0	9	75.0
51-75	4	33.3	3	25.0
26-50	2	16.7	0	0
0-25	0	0	0	0

Near the end of school in May, 1967, the Metropolitan Achievement Tests, Form B, Primary I Battery were administered. As shown in Table IV, the median grade equivalent score of the reading subtest for the entire group was 1.50 and the mean grade equivalent score was 1.55.

Since considerable time in the beginning of the first program was devoted to building readiness, the administration of the Metropolitan Achievement Tests may have been premature to the instructional program for this group. The

results shown may not have been a fair test of achievement because the children were at such an early stage of their reading instruction. The actual reading growth may not be shown as more readiness was the primary concern.

TABLE IV

COMPARISON OF GRADE POINT NORMS OF FIRST GRADE TRANSITION ROOM ON METROPOLITAN ACHIEVEMENT TEST, MAY, 1967

Comparison Points	Scores (Form B Primary I Battery)
Q^3	1.70
Mean	1.55
Median	1.50
Q^1	1.50

Second grade. Since Jackson School had a large number of pupils in the second grade who needed special attention in reading, twenty-four children who had had the most difficulty during the first grade were selected and grouped together in one second grade classroom so that special adjustments could be made for them.

This selection was based on groupings of the children in reading at the end of the first grade, on teacher judgment, and on the results of the Metropolitan Achievement

Tests, Form B, Primary I Battery administered in May, 1966.

The reading instructional program needed for the group was determined by means of informal classroom testing procedures at the beginning of the year, including use of the Phonics Mastery Test of the Botel Reading Inventory, A Battery; My Weekly Reader Diagnostic Silent Reading Test, Form 2A;[1] and the results of the primer Scott, Foresman Basic Reading Test to accompany Fun with Our Friends.[2] (The children had started the primer in first grade and completed it during the first month of the second grade.)

Of this group, twelve children were selected to be given instruction in Programmed Reading materials while the remaining twelve children were to continue instruction in the Scott, Foresman Basic Reading Program.

Results of the Phonics Mastery Test section of the Botel Reading Inventory indicated that all twelve of the children selected for the Programmed Reading group were weak in consonant sounds, blends, and digraphs.

Results of the My Weekly Reader Diagnostic Silent Reading Test, Form 2A in October, 1966, showed that in

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[1]Richard R. RePass and Harold L. Wise, My Weekly Reader (Columbus, Ohio: American Education Publications, 1966).

[2]Helen M. Robinson and Marion Monroe, Basic Reading Test to accompany ___ with Our Friends (Chicago: Scott, Foresman and Company, 1963).

ability to comprehend facts and ability to interpret facts, four pupils rated average and eight rated below average, as designated by the test scoring instructions.

The Gates Primary Reading Tests were used to measure reading ability of the children in the Programmed Reading group at the beginning of the study near the end of September, 1966, when Form 1 was used, and again at the end of the study, in May, 1967, when Form 2 was used. However, during the school year three of the children moved away, leaving a remainder of nine children to complete the program.

The mean intelligence quotient of the nine children, as determined by the SRA Primary Mental Abilities Test for Grades 2-4, was 104. Six of the children scored on or above one hundred while three scored below.

Both the Gates Primary Reading Test and the Metropolitan Achievement Tests were used to obtain objective test results in this study. In the Gates Primary Reading Test the Paragraph Reading score was selected as representative and in the Metropolitan Achievement Tests the Reading score was used. In each case the objective test scores indicated that growth took place. Table XVI in the Appendix shows the complete data on each individual child. The mean and median grade norm scores of the Gates Primary Reading Test and the Metropolitan Achievement Tests and the gains at the mean and median are shown in Table V.

TABLE V

MEAN AND MEDIAN SCORES ON THE GATES PRIMARY READING TEST AND THE METROPOLITAN ACHIEVEMENT TEST GRADE TWO REMEDIAL READING GROUP

	GATES PRIMARY READING			METROPOLITAN ACHIEVEMENT		
	Sept. '66 Form 1	May '67 Form 2	Gain	May '66 Pri. I	May '67 Pri. II	Gain
Mean	2.19	3.58	1.39	1.79	3.20	1.41
Median	2.20	2.60	1.40	1.70	3.10	1.40

In the Gates Primary Reading Test, Paragraph Reading, the mean grade norm score of the group changed from 2.19 in September, 1966, to 3.58 in May, 1967, with a gain at the mean of 1.39.

Of the Metropolitan Achievement Tests, Primary I Battery was used in May, 1966, and Primary II Battery in May, 1967. In the Metropolitan Achievement Tests, Reading score, the mean grade norm score of the group changed from 1.79 in May, 1966, to 3.20 in May, 1967, with a gain at the mean of 1.41. In each test the median gain was 1.40.

Significant progress was also noted when the Botel Reading Inventory, A Battery, Phonics Mastery Test was repeated in May, 1967. Out of forty-two possible errors in consonant sounds, blends, and digraphs, one child of the group of nine made only five errors, one made three errors, six made one error, and two made no errors.

Improvement was also apparent in the results of My Weekly Reader Silent Reading Diagnostic Tests, ability to comprehend facts and ability to interpret facts, when in October, 1966 of the nine remaining pupils, two rated average and seven rated below average; as compared with three who rated good, five who rated average, and one who rated below average in January, 1967; and with two who rated superior, six good, and one average in April, 1967.

Since much of the phonetic training suggested for remedial readers is also involved in spelling activities, there is a close relationship between reading and spelling skills. Evidence of growth in spelling power of the second grade Programmed Reading group also became apparent in the decrease in the number of spelling words missed in three nine weeks' periods. The mean number of words missed by the nine children the first nine weeks' period before instruction in Programmed Reading began was 31.1. After sixteen weeks of Programmed Reading instruction or during the third nine weeks' period, 12.3 was the mean number of words missed, while at the end of the fourth nine weeks' period the mean number of words missed decreased to 6.9 words for the nine weeks. The figures were based on twenty-seven successive tests of twelve words each.

Third grade. In September, 1966, fifty-three

children from two third grade rooms were grouped into four reading groups, high, average, low-average, and low for reading instruction. One teacher taught the high and low-average groups while the second teacher taught the average and low groups. This selection was based on groupings of the children at the end of second grade, on teacher judgment, and on the results of the Metropolitan Achievement Tests, Primary II Battery Reading score obtained in May, 1966.

Seventeen children were selected for the two lower groups which were considered in the remedial program. To assist in determining how they would be divided into two groups and what the reading instructional program for each group would be, several testing procedures were used. The Gray Oral Reading Tests, Form A[1] served as an objective test to diagnose reading difficulties and help determine the reading grade level. Informal classroom testing procedures used at the beginning of the year included the Botel Reading Inventory, A Battery; the Harris Vocabulary Test;[2] the Dolch Basic Sight Vocabulary of 220 Words;[3] and My

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[1]William S. Gray, Gray Oral Reading Test (Indianapolis: The Bobbs-Merrill Company, Inc., 1963).

[2]Albert J. Harris, How to Increase Reading Ability (fourth edition; New York: David McKay Company, Inc., 1961), p. 198.

[3]Allen G. Erickson, Handbook for Teachers of Disabled Readers (Iowa City, Iowa: Scholl, Inc., 1966).

Weekly Reader Diagnostic Silent Reading Test, Form 3A.[1]

According to the findings received when the Gray Oral Reading Test, Form A was administered to the seventeen children, all but one child was considered to be reading below grade level. Predominating errors consisted of partial mispronunciations, substitutions, and repetitions.

Results of the Word Recognition and Words Opposites Tests of the Botel Reading Inventory, A Battery indicated the free reading, instructional, and frustration levels of the children. The children read on the following instructional levels: two children, first grade level; nine children, second grade level; and six children, third grade level.

On the Phonics Mastery Tests section of the Botel Reading Inventory, A Battery, all the children showed a deficiency in knowledge of consonant digraphs and consonant blends, and a need for further attention to long and short vowel sounds and other vowel sounds.

The Harris Vocabulary Test, to determine grade level for reading instruction, denoted that five children could read easily only at the first grade level, seven children could read well at the second grade level, and five children could handle the third grade level.

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[1]RePass, loc. cit.

By means of another informal word test, the Dolch Basic Sight Vocabulary of 220 Words, it was found that no child knew all of the words perfectly, forty-seven per cent of the children were at the 3^1 grade level, eighteen per cent were at the 2^2 grade level, and thirty-five per cent were at the 2^1 grade level.

Results of the My Weekly Reader Diagnostic Silent Reading Test, Form 3A in October, 1966 showed that two (twelve per cent) of the children rated average, indicating that they were able to read at about mid-year grade level. Eight (forty-seven per cent) of the children rated beginning which indicated they were able to read the beginning third grade reader. Seven (forty-one per cent) of the children rated as poor which indicated their need for high interest materials below grade level.

As the result of these findings, the seventeen third grade children in the remedial reading program were divided into two groups of ten in the low-average group and seven in the low group.

The mean intelligence quotient of the seventeen children as determined by the SRA Primary Mental Abilities Test, Grades 2-4 was one hundred. Ten children scored on or above one hundred and seven scored below.

To obtain objective test results for this study, the Paragraph Reading score of the Gates Advanced Primary Reading

Tests was used to measure reading ability of the children at the beginning of the study near the end of September, 1966, when Form 1 was used; and again at the end of the study, in May, 1967, when Form 2 was used. Table XVII in the Appendix shows the complete data on each individual child. The mean and median grade norm scores of the Gates Advanced Primary Reading Test are shown in Table VI. The mean grade norm score of the group changed from 3.44 in September, 1966 to 4.19 in May, 1967 in reading achievement according to the Gates Advanced Primary Reading Test showing a gain at the mean of .75 while the median grade norm score of the same test for the group changed from 3.30 in September, 1966 to 4.30 in May, 1967 showing a gain at the median of 1.00.

TABLE VI

COMPARISON OF PARAGRAPH READING GRADE NORM SCORES ON THE GATES ADVANCED PRIMARY READING TESTS THIRD GRADE REMEDIAL READING GROUP

Comparison Points	September, 1966 Form 1	May, 1967 Form 2	Gain
Q^3	3.75	4.70	.95
Mean	3.44	4.19	.75
Median	3.30	4.30	1.00
Q^1	2.85	3.60	.75

Fourth grade. The SRA Reading Laboratory IIa[1] was used for individualizing reading instruction in the fourth grade the first six weeks of the 1966-67 school year. Its use for individualizing reading instruction was continued for the balance of the year in conjunction with the basal reading program with Reading Laboratory Ib[2] being used by students of the lowest reading ability.

Since the Scott, Foresman Basic Reading Program was used throughout the elementary school in Atlantic, Form A of the Scott, Foresman Inventory-Survey Test[3] was administered to all fourth graders to measure reading ability for the purpose of dividing the children into two main groups for reading instruction. Results of Form 4A of My Weekly Reader Silent Reader Diagnostic Test,[4] grade placement in the SRA Reading Laboratory, and teacher judgment were also taken into consideration. On this basis, seventeen children were selected for the fourth grade Scott, Foresman Open Highways Program which was designed for children who do not meet the reading expectations for their grade.

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[1]Don H. Parker, Reading Laboratory Series (Chicago: Science Research Associates, Inc., 1958).

[2]Ibid. (1961)

[3]Marion Monroe, Inventory-Survey Test (Chicago: Scott, Foresman and Company, 1965).

[4]RePass, loc. cit.

The Gray Oral Reading Tests, Form A, served as an objective test to diagnose reading difficulties and help determine grade level. Informal classroom testing procedures, in addition to the My Weekly Reader Silent Reading Diagnostic Test, Form 4A, included the Botel Reading Inventory, A Battery; the Harris Vocabulary Test: and the Dolch Basic Sight Vocabulary of 220 Words.

Percentile rankings of the results of Form A of the Scott, Foresman Inventory-Survey Test which were administered September, 1966 are shown in Table VII. Results showed that 23.5 per cent of the seventeen children scored between the fiftieth and seventy-fifth percentiles, 35.3 per cent scored between the twenty-fifth and fiftieth percentiles, 35.3 per cent scored between the tenth and twenty-fifth percentiles, and 5.9 per cent scored below the tenth percentile.

Results of My Weekly Reader Diagnostic Silent Reading Test, Form 4A[1] in October, 1966, showed that one child (six per cent) rated average, indicating that he was able to read at about mid-year level. Eleven (sixty-five per cent) of the children rated beginning, indicating they were able to read at a beginning fourth grade leve. Five (twenty-nine per cent) of the children rated as poor which indicated

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[1]RePass, loc. cit.

their need for high interest easy reading materials below grade level.

TABLE VII

PERCENTILE RANKING ON SCOTT, FORESMAN INVENTORY-SURVEY TEST, FORM A, FOURTH GRADE, OPEN HIGHWAYS, SEPTEMBER, 1966

Percentile Ranges	No. of Students	Per cent
91-100	0	0
76-90	0	0
51-75	4	23.5
26-50	6	35.3
11-25	6	35.3
0-10	1	5.9

According to the findings received when administering the Gray Oral Reading Tests, Form A, four children read orally on or above grade level while thirteen read below grade level. Repetitions and substitutions made up the largest number of errors.

Results of the Word Recognition and Words Opposites Tests of the Botel Reading Inventory, A Battery indicated the free reading, instructional, and frustrational levels of the children. This group of children read on the following instructional levels: one child, second grade

level; fourteen children, third grade level; and two children, fourth grade level.

On the Phonics Mastery Tests section of the Botel Reading Inventory, A Battery, all the children showed need for further attention in dividing words into syllables and how to determine accent, fourteen children showed a deficiency in knowledge of vowel sounds, and three children showed need for more review in consonant digraphs and consonant blends.

The Harris Vocabulary Test to determine grade level for purposes of reading instruction, indicated that three children read easily only on the second grade level, five children read well on the third grade level, and nine children could read materials on the fourth grade level.

Upon testing to determine ability to recognize the words of the Dolch Basic Sight Vocabulary of 220 Words, it was found that of the five children who needed further drill, two children were on the 2^1 level, two were on the 2^2 level, and one child was on the 3^1 level.

The mean intelligence quotient of the seventeen fourth grade children, as determined by the SRA Primary Mental Abilities Test, for Grades 2-4, was ninety-four. Four children had scores above one hundred and thirteen had scores below one hundred.

To obtain objective test results, the Comprehension

subtest of the Gates Reading Survey test was used to measure reading ability of the children at the beginning of the study near the end of September, 1966, when Form 1 was used; and again at the end of the study, in May, 1967, when Form 2 was used. Table XVIII in the Appendix shows the complete data on each child. The mean and median grade norm scores of the Gates Reading Survey are shown in Table VIII. The mean grade norm score of the group changed from 3.53 in September, 1966 to 4.69 in May, 1967 in reading achievement according to the Gates Reading Survey, with a gain at the mean of 1.16 while the median grade norm score of the same test for the group changed from 3.40 in September, 1966 to 5.00 in May, 1967, showing a gain at the median of 1.60.

TABLE VIII

COMPARISON OF READING COMPREHENSION GRADE NORM SCORES ON THE GATES READING SURVEY, FOURTH GRADE OPEN HIGHWAYS PROGRAM

Comparison Points	September, 1966 Form 1	May, 1967 Form 2	Gain
Q^3	4.00	5.20	1.20
Mean	3.53	4.69	1.16
Median	3.40	5.00	1.60
Q^1	3.10	3.80	.70

Fifth grade. The fifth grade reading program began

the same as the fourth grade program with the SRA Reading Laboratory IIb[1] being used for individualizing reading instruction the first six weeks of school. For the balance of the year, it was used for individualizing reading in conjunction with the Scott, Foresman Basic Reading Program with the exception of an easier set, Reading Laboratory Ic,[2] which was used by the students of the lowest reading ability.

To measure the reading ability for dividing all of the fifth graders into two groups for reading instruction, the Form A, Scott, Foresman Inventory-Survey Test was administered. Results of Form 5A of My Weekly Reader Silent Reading Test,[3] grade placement in the SRA Reading Laboratory, and teacher judgment were also taken into consideration. On this basis, twenty-two children were selected for the fifth grade Scott, Foresman Open Highways Program.

The Gray Oral Reading Tests, Form A, served as an objective test to diagnose reading difficulties and help determine grade level. Other informal procedures, in addition to My Weekly Reader Silent Reading Diagnostic Test, Form 5A,[4] included the Botel Reading Inventory, A Battery;

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[1]Parker, op. cit. (1960)

[2]Ibid. (1961)

[3]RePass, loc. cit.

[4]RePass, loc. cit.

the Harris Vocabulary Test; and the Dolch Basic Sight Vocabulary of 220 Words.

Percentile rankings of the results of Form A of the Scott, Foresman Inventory-Survey Test which was administered September, 1966 are shown in Table IX. Results showed that 9.1 per cent of the twenty-two children scored between the fiftieth and seventy-fifth percentiles, 45.5 per cent scored between the twenty-fifth and fiftieth percentiles, 40.9 per cent scored between the tenth and twenty-fifth percentiles, and 4.5 per cent scored below the tenth percentile.

TABLE IX

PERCENTILE RANKING ON SCOTT, FORESMAN INVENTORY-SURVEY TEST, FORM A, FIFTH GRADE, OPEN HIGHWAYS, SEPTEMBER, 1966

Percentile Ranges	No. of Students	Per cent
91-100	0	0
76-90	0	0
51-75	2	9.1
26-50	10	45.5
11-25	9	40.9
0-10	1	4.5

Results of My Weekly Reader Diagnostic Silent Reading

Test, Form 5A in October, 1966, showed that four children (eighteen per cent) rated average, indicating that they were able to read at about mid-year level. Fifteen (sixty-eight per cent) of the children rated beginning, indicating they were able to read at a beginning fifth grade level. Three (fourteen per cent) of the children rated as poor which indicated their need for high interest easy reading materials below grade level.

According to the results obtained when administering the Gray Oral Reading Tests, Form A, seven children read orally on or above grade level, while fifteen read below grade level. The predominating errors were repetitions and substitutions.

Results of the Word Recognition and Words Opposites Tests of the Botel Reading Inventory, A Battery, indicated the children read on the following instructional levels: one child, second grade level; seven children, third grade level; six children, fourth grade level; seven children, fifth grade level; and one child, sixth grade level.

On the Phonics Mastery Tests section of the Botel Reading Inventory, A Battery, four children showed need for very little review while the remaining eighteen children showed need for review as follows: three children, consonant sounds; thirteen children, vowel sounds; six children, syllablication; and all eighteen children, determining

accent.

The Harris Vocabulary Test to determine grade level for reading instruction, indicated that two children read on the second grade level, four on the third grade level, four on the fourth grade level, eleven on the fifth grade level, and one on the sixth grade level.

Upon testing to determine ability to recognize the words of the Dolch Basic Sight Vocabulary of 220 Words, only two children did not recognize all of the words. One child placed at the 2^2 level while the second child placed at the 3^1 level.

The mean intelligence quotient of the twenty-two fifth grade children as determined by the SRA Primary Mental Abilities Test for Grades 4-6 was ninety-four. Six children had scores on or above one hundred and sixteen fell below one hundred.

To obtain objective test results for this study, the Comprehension subtest of the Gates Reading Survey test was used to measure reading ability of the children at the beginning of the study near the end of September, 1966, when Form 1 was used; and again at the end of the study, in May, 1967, when Form 2 was used. Table XIX in the Appendix shows the complete data on each individual child. The mean and median grade norm scores of the Gates Reading Survey are shown in Table X. The mean grade norm score of the group

changed from 4.60 in September, 1966 to 5.50 in May, 1967 in reading achievement according to the Gates Reading Survey with a gain at the mean of 0.90 while the median grade norm score of the same test for the group changed from 4.60 in September, 1966 to 5.50 in May, 1967, showing a gain at the median of 0.90.

TABLE X

COMPARISON OF READING COMPREHENSION GRADE NORM SCORES ON THE GATES READING SURVEY, FIFTH GRADE OPEN HIGHWAYS PROGRAM

Comparison Points	September, 1966 Form 1	May, 1967 Form 2	Gain
Q^3	5.00	6.20	1.20
Mean	4.60	5.50	0.90
Median	4.60	5.50	0.90
Q^1	4.20	4.80	0.60

Sixth grade. In the sixth grade reading program the SRA Reading Laboratory IIc[1] was used for individualizing reading instruction the first six weeks of the 1966-67 school year. For the rest of the year, it was used for individualizing reading to supplement the Scott, Foresman

[1]Parker, loc. cit.

Basic Reading Program. However, Reading Laboratory Ic[1] was used by the students of the lowest reading ability.

To measure the reading ability for dividing all of the sixth graders into two groups for reading instruction, the Form A, Scott, Foresman Inventory-Survey Test was administered. Results of Form 6A of My Weekly Reader Silent Reading Diagnostic Test,[2] grade placement in the SRA Reading Laboratory, and teacher judgment were also taken into consideration. On this basis, twenty-one children were selected for the sixth grade Scott, Foresman Open Highways Program.

The Gray Oral Reading Tests, Form A, served as an objective test to diagnose reading difficulties and help determine grade level. Other informal procedures, in addition to My Weekly Reader Silent Reading Diagnostic Test, Form 6A included the Botel Reading Inventory, A Battery; the Harris Vocabulary Test; and the Dolch Basic Sight Vocabulary of 220 Words.

Percentile rankings of the results of Form A of the Scott, Foresman Inventory-Survey Test, which was administered September, 1966, are shown in Table XI. Results showed that 19.0 per cent of the twenty-one children scored between the fiftieth and seventy-fifth percentiles, 42.9 per cent scored

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[1] Ibid. (1961)

[2] RePass, loc. cit.

between the twenty-fifth and fiftieth percentiles, 23.8 per cent scored between the tenth and twenty-fifth percentiles, and 14.3 per cent scored below the tenth percentile.

TABLE XI

PERCENTILE RANKING ON SCOTT, FORESMAN INVENTORY-SURVEY TEST, FORM A, SIXTH GRADE, OPEN HIGHWAYS, SEPTEMBER, 1966

Percentile Ranges	No. of Students	Per cent
91-100	0	0
76-90	0	0
51-75	4	19.0
26-50	9	42.9
11-25	5	23.8
0-10	3	14.3

Results of My Weekly Reader Diagnostic Silent Reading Test, Form A in October, 1966, showed that eight children (thirty-nine per cent) rated average, indicating that they were able to read at about mid-year level. Eleven (fifty-two per cent) of the children rated beginning, indicating they were able to read at a beginning sixth grade level. Two (nine per cent) of the children rated as poor, indicating their need for high interest easy reading material below grade level.

According to the results obtained when administering the Gray Oral Reading Tests, Form A, seven children read orally on or above grade level, while fourteen read below grade level. The predominating errors were repetitions and substitutions with several errors in partial mispronunciations.

Results of the Word Recognition and Words Opposites Tests of the Botel Reading Inventory, A Battery indicated that the children read on the following instructional levels: six children, third grade level; one child, fourth grade level; seven children, fifth grade level; five children, sixth grade level; and two children, junior level.

On the Phonics Mastery Tests section of the Botel Reading Inventory, A Battery, two children showed need for very little review while the remaining nineteen children showed need for review as follows: seven children, consonant sounds; four children, syllabication; and eighteen children, determining accent.

The Harris Vocabulary Test to determine grade level for reading instruction indicated that one child read on the second grade level, four on the third grade level, one on the fourth grade level, and fifteen on the fifth grade level.

Of the Dolch Basic Sight Vocabulary of 220 Words, only two children did not recognize all of the words. Both

children placed at the 3^1 level. One child knew all but six words while the second child knew all but seven words.

The mean intelligence quotient of the twenty-one sixth grade children as determined by the Lorge-Thorndike Intelligence Tests, Form AA, Level 3 was ninety-seven. Ten children had scores of one hundred or above while eleven had scores below one hundred.

To obtain objective test results for this study, the Comprehension subtest of the Gates Reading Survey test was used to measure reading ability of the children at the beginning of the study near the end of September, 1966, when Form 1 was used; and again at the end of the study in May, 1967, when Form 2 was used. The mean and median grade norm scores of the Gates Reading Survey are shown in Table XII.

TABLE XII

COMPARISON OF READING COMPREHENSION GRADE NORM SCORES ON THE GATES READING SURVEY, SIXTH GRADE OPEN HIGHWAYS PROGRAM

Comparison Points	September, 1966 Form 1	May, 1967 Form 2	Gain
Q^3	5.50	7.05	1.45
Mean	4.99	5.89	0.90
Median	5.00	5.80	0.80
Q^1	4.40	4.80	0.40

The mean grade norm score of the group changed from 4.99 in September, 1966 to 5.89 in May, 1967 in reading achievement according to the Gates Reading Survey, with a gain at the mean of 0.90 while the median grade norm score of the same test for the group changed from 5.50 in September, 1966 to 5.80 in May, 1967, showing a gain at the median of 0.80. Table XX in the Appendix shows the complete data on each individual child.

III. QUESTIONNAIRES TO CHILDREN

Many changes were noted in the children's attitudes toward reading. The following comments made by the children in the classroom and some which were taken from the children's questionnaires indicate they were aware of the progress they had made.

First grade. "The first time I read, I didn't like it, but now I do because I have learned many new words."

"Books are fun because I can read them."

"I can read other books and write stories."

"I would rather go to school than have vacation."

Second grade. "We hardly ever ask you words any more."

"It is fun to sound out words. It helps me read My Weekly Reader."

"I read books at home now."

"I helped my sister in fifth grade with a word."

"This is the best year I have ever had in school."

"Spelling is getting better. Math is easier."

Third grade. "I like to do SRA and the reading games."

"I can read better. I like reading now."

"I think school is more fun than last year."

Fourth grade. "Just like my big sister in high school," was heard when the children changed rooms for reading class.

"I like reading because I know how to read better than I did before."

"I can read the hard words better in other work I do."

Fifth grade. "I can sound out words better. It helps us do our spelling and language better."

"I think the Controlled Reader has helped me to read better."

"Reading is my favorite subject."

Sixth grade. "I like reading better the way we did it this year because there weren't so many in the class and it gives me a better chance to learn."

"I liked reading this year because where I went to

school last year we were all in the same class and the slow children couldn't keep up."

"I like school better because I think I am doing better."

"I noticed that I got better grades as I learned to read better."

IV. QUESTIONNAIRES TO TEACHERS

In the questionnaires answered by the teachers of the remedial reading classes, several favorable responses were given regarding the children's attitude toward reading.

The second grade teacher said the children in her Programmed Reading displayed greater confidence in attempting any unknown words, expressed a desire to work on reading materials outside of the assigned reading time, showed greater enjoyment, had very little absenteeism, were not as apprehensive in being confronted with new material, were more relaxed, had a feeling of their own worth, and all took part in class discussions.

Comments made by the teachers of the other remedial classes regarding their students were:

"Use of many new materials increased their short attention span."

"Story problems in mathematics are easier for them."

"With the variety of new things to read and try, they

are learning and applying rules but enjoying what they are reading more than ever before."

"They were quite enthusiastic as new materials were introduced."

"When asked for preferences, most children favored SRA materials first, Controlled Reading second, and texts and workbooks last."

"Perhaps they have gained self-reliance in doing individual work."

"The children are much more satisfied with their progress than their work confirms, but if they read more willingly and enjoy it more, perhaps they have gained some value."

"The two lower groups in my sixth grade remedial reading class are quite delighted when they receive an 'A.' They raise their hands and are eager to express themselves. They also seem to try harder in other areas."

V. QUESTIONNAIRES TO PARENTS

Table XIII shows by grade the per cent of favorable responses made by each parent in the parents' questionnaire regarding his child's progress in reading. Major comments made by the parents were as follows:

First grade. "He likes his math now and he likes to

TABLE XIII

EVALUATION OF REMEDIAL READING PROGRAM
PER CENT OF FAVORABLE RESPONSES
PARENTS' QUESTIONNAIRE

QUESTIONS	GRADE 1	2	3	4	5	6
1 Child's Statements about Reading	83.3	100	76.5	88.2	86.4	80.9
2 Child's Attitude toward Reading	91.7	100	76.5	88.2	95.5	76.2
3 Child's Attitude toward School Work	91.7	100	76.5	76.5	81.8	80.9
4 Parents' Evaluation of Progress	83.3	88.9	64.7	76.5	81.8	71.4

read."

"She seems to be more interested in doing her work correctly than she was."

"I'm sure she enjoys reading because she constantly picks out words she knows in books, magazines, and papers. She tries very hard to sound out words she doesn't know."

Second grade. "Earlier in the year he was quite nervous when he read to me at home, but seems to have overcome this and is reading with more ease and enjoying it more. He seems to enjoy everything at school. I think he has made tremendous progress this year. With the problems he had in the past with reading and phonics, even after repeating first grade last year, he seems to have made a great improvement. I can't say enough for the program."

"It's fun for him. Instead of being a chore, it's something he looks forward to. He is more relaxed and he is a happier child in regard to his school work. He feels a sense of accomplishment and pride. He takes pride in the fact that he can read some of his own books now."

Third grade. "She has talked more about what she has read and I am sure she enjoys reading very much."

"She has been more anxious in reading books and magazines and looks forward to going to the library."

"She is better able to read aloud and seems to try

to figure out her words by herself."

Fourth grade. "He seems to be reading at a faster rate of speed and also understands better what he reads."

"She makes more attempts to read newspaper articles and in her set of encyclopedias."

"He has shown much improvement, is better able to sound out words, and seems much happier."

Fifth grade. "She seems to like reading best of all subjects."

"He will read on his own without us telling him to."

"All his school work seems to be easier for him this year."

"He used to just see words, but now can get the meaning so much better which makes me so happy."

Sixth grade. "It helps to be in a group on the same level."

"He enjoys reading more now and comprehends better. He can sound out words better also. He reads the newspapers daily as well as books."

"He does his homework without being told which is an improvement from the first of the year."

"He does pick up a book now. Before, we couldn't get him to even read a comic book."

"He doesn't mind sitting down to read a book anymore. He used to almost regard it as punishment."

"He reads all the local and national news on the sports page."

"He seems more interested and shows that he has more confidence in himself. There was a time when he felt defeated before he started."

VI. DISCUSSION

Since the period of time between the administration of the pre- and post-tests of the Gates Reading Tests was between the end of September and after the middle of May, eight months, or a gain of .8 will in this study be considered the "expected" gain. On this basis, the objective results indicate that all grades, two through six, with the exception of the third grade which lacked one-half month, made an average growth which was greater than expectation according to the norm. However, at the median the third grade rated two months above expectation with a gain of 1.0.

Results for the first grade cannot be reported in terms of gains because they had no pretest in terms of reading achievement. The results of the Metropolitan Achievement Test administered in May, 1967, showed a mean grade norm score of 1.5 as compared with an "expected" score of 1.9. In interpreting these results, it should be noted

that the early part of the year was devoted to readiness instruction rather than formal reading instruction.

Table XIV shows that the range of gains at the mean was from .75 in the third grade to 1.39 in the second grade; while at the median was from .80 in the sixth grade to 1.60 in the fourth grade.

TABLE XIV

MEAN AND MEDIAN SCORES ON GATES READING TESTS FOR GRADES TWO THROUGH SIX

	MEAN SCORES			MEDIAN SCORES		
Grade	Sept. 1966 Form 1	May 1967 Form 2	Mean Gain	Sept. 1966 Form 1	May 1967 Form 2	Median Gain
2	2.19	3.58	1.39	2.20	3.60	1.40
3	3.44	4.19	.75	3.30	4.30	1.00
4	3.53	4.69	1.16	3.40	5.00	1.60
5	4.60	5.50	.90	4.60	5.50	.90
6	4.99	5.89	.90	5.00	5.80	.80

At the final testing, two of the mean grade norm scores fell above the "expected" levels of 2.9 through 6.9 respectively, while the mean scores of two grades fell below (only one, if median is considered instead of mean) and one, grade six, fell one year below. However, these figures should be interpreted in the light of gains made by each

group.

The inclusion in the program of students in the slow learner range would lead one to expect a leveling off of the grade norm scores as the slow learners reach the upper grade levels. Data in Table XIV indicate that the potential to be below grade level is greater as the students proceed to higher grades.

In general, attitudes of the children, parents, and teachers were favorable as shown by the questionnaires.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to describe and give an evaluation of a remedial reading program for grades one through six as carried out in the Jackson Elementary School of Atlantic, Iowa, and to make recommendations for carrying it out in the future.

The following objective tests were used in the evaluation: the Metropolitan Readiness Tests, which were given in kindergarten, May, 1966, and the Metropolitan Achievement Tests given in May, 1967 in first grade; the Gates Primary Reading Tests, in grade two; the Gates Advanced Primary Reading Tests, in grade three; and the Gates Reading Survey, in grades four, five, and six. Each test named, except those in grade one, were administered at the beginning and at the end of the study to measure reading ability and growth. The Gray Oral Reading Tests, the Botel Reading Inventory, and informal means were used to diagnose reading difficulties and assist in determining grade placement.

Special instruction was given to the students identified under various plans of organization described in the study. Since various grades were organized differently,

more than one program was employed, and because of this, each grade was reported separately.

II. CONCLUSIONS

In grade one, test results at the end of the year showed that students had made progress, although average grade norm scores fell somewhat below "expected" levels.

In grade two, the average gain for the year was greater than "expected," and the average grade norm score at the end of the year was above the "expected" level.

In grade three, the average gain for the year was slightly less than "expected," but the average grade norm score at the end of the year was above the "expected" level.

In grade four, the average gain for the year was greater than "expected," but the average grade norm score at the end of the year was somewhat below the "expected" level.

In grade five, the average gain for the year was somewhat greater than "expected," but the average grade norm score at the end of the year was below the "expected" level.

In grade six, the average gain for the year was somewhat greater than "expected," but the average grade norm score at the end of the year was about a year below the "expected" level.

Responses of students, teachers, and parents were favorable as shown by the questionnaires.

III. RECOMMENDATIONS

On the basis of the results reported, it is recommended that the remedial reading program for next year be continued with only minor modifications.

Testing at the beginning and end of the year should be continued to help determine grade placement, point out weaknesses, and measure progress.

The trial Programmed Reading program should be continued in the two lower grades, one and two, by following similar procedures of the past school year.

In the upper grades, further efforts should be made to identify students for remedial help and ways should be sought to modify the programs at the upper levels where it was noted that leveling off began.

It is recommended that the services of a remedial reading teacher be made available for children of grades four, five, and six, who are reading at least one year below the grade norm and who would receive the most benefit.

Test scores would indicate that additional procedures should be used to carry out the remedial program.

More emphasis on phonics and structural analysis in grades four, five, and six might be considered to help

improve the program.

With access to a newly equipped and reorganized school library and the services of the city library nearby, a more extensive library reading program should be instituted in all grades.

Other suggestions as possibilities for improving the program might include: continuing use of the Controlled Reader, Jr. and the SRA Reading Laboratory in grades three through six; introduction of the Webster Classroom Reading Clinic as an additional procedure in the sixth grade; a wider variety of other instructional materials at various grade levels; and the addition of much easy high interest reading material.

A further recommendation is that a distinction should be made between the remedial student and the slow learner for testing and evaluation. In future evaluation of the program, it is suggested that slow learners should be considered separately from the remedial students.

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APPENDIX

APPENDIX A

DETAILED DATA

TABLE XVI

COMPLETE DATA ON SECOND GRADE REMEDIAL GROUP
IN JACKSON ELEMENTARY SCHOOL
ATLANTIC, IOWA, 1966-67

		Gates Primary Grade Norm Scores			Metropolitan Achievement Grade Norm Scores		
Pupil	I. Q.	Sept. Form 1	May Form 2	Gain	May 1966	May 1967	Gain
1	118	2.15	3.60	1.50	2.00	3.10	1.10
2	95	2.50	4.10	1.60	1.70	4.90	3.20
3	114	2.20	3.20	1.00	2.00	3.20	1.20
4	94	1.70	3.20	1.50	1.40	2.40	2.00
5	100	2.20	3.20	1.00	1.70	2.80	1.10
6	96	2.15	3.80	1.70	1.50	3.20	1.70
7	105	2.15	2.90	0.80	1.70	2.80	1.10
8	106	2.35	4.40	2.10	2.00	3.10	1.10
9	110	2.30	3.80	1.50	2.10	3.30	1.20

TABLE XVII

COMPLETE DATA ON THIRD GRADE REMEDIAL GROUP
IN JACKSON ELEMENTARY SCHOOL
ATLANTIC, IOWA, 1966-67

Pupil	I.Q.	Gates Advanced Primary Grade Norm Scores		
		Sept. Form 1	May Form 2	Gain
1	84	2.9	4.1	1.2
2	118	3.6	4.3	0.7
3	91	3.6	4.8	1.2
4	93	2.8	4.6	1.8
5	107	4.4	5.4	1.0
6	109	4.3	3.6	-0.7
7	104	2.8	3.6	0.8
8	110	3.3	4.3	1.0
9	102	3.1	3.9	0.8
10	109	4.8	4.9	0.1
11	93	3.3	3.9	0.6
12	110	3.6	4.9	1.3
13	100	3.3	4.3	1.0
14	91	3.9	4.6	0.7
15	103	3.4	3.2	-0.2
16	93	2.7	3.6	0.9
17	89	2.6	3.2	0.6

TABLE XVIII

COMPLETE DATA ON FOURTH GRADE REMEDIAL GROUP
IN JACKSON ELEMENTARY SCHOOL
ATLANTIC, IOWA, 1966-67

		Gates Reading Survey Grade Norm Scores			Scott, Foresman Inventory-Survey Percentiles
Pupil	I.Q.	Sept. Form 1	May Form 2	Gain	Sept. Form A
1	87	2.9	4.4	1.5	0-10
2	89	3.8	5.0	1.2	11-25
3	111	3.6	3.6	0.0	11-25
4	102	3.3	3.1	-0.2	11-25
5	97	4.5	5.2	0.7	26-50
6	95	2.7	4.2	1.5	51-75
7	85	2.1	3.1	1.0	11-25
8	85	3.4	4.0	0.6	26-50
9	92	2.9	5.0	2.1	11-25
10	93	3.3	6.9	3.6	51-75
11	75	4.3	6.9	2.6	11-25
12	89	3.8	3.6	-0.2	26-50
13	91	4.8	5.3	0.5	26-50
14	89	3.8	4.2	0.4	51-75
15	99	3.3	5.2	0.9	26-75
16	105	4.2	5.0	0.8	51-75
17	114	3.4	5.0	1.6	26-50

TABLE XIX

COMPLETE DATA ON FIFTH GRADE REMEDIAL GROUP
IN JACKSON ELEMENTARY SCHOOL
ATLANTIC, IOWA, 1966-67

		Gates Reading Survey Grade Norm Scores			Scott, Foresman Inventory-Survey Percentiles
Pupil	I.Q.	Sept. Form 1	May Form 2	Gain	Sept. Form A
1	100	5.0	7.6	2.6	11-25
2	88	4.4	4.8	0.4	26-50
3	93	5.8	7.2	1.4	26-50
4	93	4.3	5.8	1.5	26-50
5	87	4.2	5.0	0.8	0-10
6	98	4.8	5.6	0.8	26-50
7	102	5.6	6.2	0.6	26-50
8	86	4.2	5.2	1.0	11-25
9	103	6.2	7.2	1.0	26-50
10	91	4.4	6.2	1.8	26-50
11	75	4.0	4.8	0.8	11-25
12	91	5.0	5.0	0.0	11-25
13	89	4.8	5.0	0.2	26-50
14	77	3.8	4.2	0.4	11-25
15	102	4.4	4.0	-0.4	11-25
16	98	5.0	5.4	0.4	26-50
17	102	4.8	6.2	1.4	11-25
18	97	4.4	7.2	2.8	51-75
19	105	4.2	5.8	1.6	11-25
20	97	5.4	5.8	0.4	51-75
21	96	5.4	3.6	-1.8	26-50
22	95	2.0	3.3	1.3	11-25

TABLE XX

COMPLETE DATA ON SIXTH GRADE REMEDIAL GROUP
IN JACKSON ELEMENTARY SCHOOL
ATLANTIC, IOWA, 1966-67

		Gates Reading Survey Grade Norm Scores			Scott,Foresman Inventory-Survey Percentiles
Pupil	I.Q.	Sept. Form 1	May Form 2	Gain	Form A
1	98	4.4	5.8	1.4	11-25
2	100	7.6	9.1	1.5	51-75
3	100	5.6	7.4	1.8	26-50
4	114	5.4	5.2	-0.2	26-50
5	94	5.2	5.8	0.6	26-50
6	104	5.4	5.8	0.4	26-50
7	102	4.8	6.9	2.1	11-25
8	97	5.6	5.6	0.0	51-75
9	84	3.3	3.3	0.0	0-10
10	94	4.4	5.0	0.6	11-25
11	106	5.8	6.2	0.4	26-50
12	98	5.0	4.8	-0.2	26-50
13	90	5.0	6.9	1.9	11-25
14	90	4.4	4.0	-0.4	0-10
15	91	3.6	4.8	1.2	26-50
16	106	5.0	7.4	2.4	0-10
17	102	5.2	6.9	1.7	26-50
18	90	3.1	4.0	0.9	26-50
19	112	6.9	7.2	0.3	51-75
20	104	5.4	7.2	1.8	51-75
21	74	3.8	4.4	0.6	11-25

APPENDIX B

QUESTIONNAIRES

CHILDREN'S QUESTIONNAIRE

Name_____

Grade_____

Please answer how you feel about the following:

1. How do you feel about reading this year?

2. How do you feel about school this year?

3. What difference do you notice in your other school work as the result of having learned to read better?

TEACHER'S QUESTIONNAIRE

Name_____

Grade_____

I would appreciate receiving comments on the following items regarding the children who have received special instruction in reading this school year:

1. Have you noticed any difference in the children's attitude toward reading? Please describe.

2. Have you noticed any difference in the children's attitude toward school work in general? Please describe.

3. What comments have you heard made by the children regarding their progress in reading?

PARENTS' QUESTIONNAIRE

Dear Parents:

Your child has been given special attention in reading this year. We are interested in your reaction to your child in regard to reading. We would appreciate receiving your comments in regard to the following items:

1. Has your child said anything about what he thinks in regard to reading? Please describe.

2. Has he shown any difference in his attitude towards reading? Please describe.

3. Has he shown a difference in his attitude regarding his school work in general? Please describe.

4. How do you feel about your child's progress in reading?